

The individual is unable to produce continuous discourse except with rehearsed material.

b. Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Has been coded S-1 in some nonautomated applications.) (Data Code 10)

D-5. Level 1+ (Elementary proficiency, plus)

a. Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

b. Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some non-automated applications.) (Data Code 16)

D-6. Level 2 (Limited working proficiency)

a. Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly

controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere.

b. Examples: While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Has been coded S-2 in some nonautomated applications.) (Data Code 20)

D-7. Level 2+ (Limited working proficiency, plus)

a. Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be in some way inappropriate, if not strictly incorrect.

b. Examples: Typically the individual can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing or in pronunciation occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some nonautomated applications.) (Data Code 26.)

D-8. Level 3 (General professional proficiency)

a. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

b. Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion

speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) (Data Code 06)

D-16. Level 1 (Elementary proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) (Data Code 10)

D-17. Level 1+ (Elementary proficiency, plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) (Data Code 16)

D-18. Level 2 (Limited working proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) (Data Code 20)

D-19. Level 2+ (Limited working proficiency, plus)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break

down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been coded L-2+ in some nonautomated applications.) (Data Code 26)

D-20. Level 3 (General professional proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) (Data Code 30)

D-21. Level 3+ (General professional proficiency, plus)

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect of slang; however, comprehension not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) (Data Code 36)

D-22. Level 4 (Advanced professional proficiency)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representations, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) (Data Code 40)

D-23. Level 4+ (Advanced professional proficiency, plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated

native listener but still not equivalent. (It has been coded L-4+ in some nonautomated applications.) (Data Code 46)

D-24. Level 5 (Functionally native proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) (Data Code 50)

Section III Reading

D-25. Preface

a. The following proficiency level descriptions characterize comprehension of the written language. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

b. A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

c. Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

d. Unless otherwise specified, the term "native reader" refers to native readers of a standard dialect.

e. "Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

f. In the following descriptions a standard set of text-types is associated with each level. The text-type is generally characterized in each descriptive statement.

g. The word "read," in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

h. Other useful operations can be performed on written texts that do not require the ability to "read," as defined above. Examples of such tasks which people of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

D-26. Level 0 (No proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. (Has been coded R-0 in some nonautomated applications.) (Data Code 00)

D-27. Level 0+ (Memorized proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office

and shop designations, etc. above often interpreted inaccurately. Unable to read connected prose. (Has been coded R-0+ in some nonautomated applications.) (Data Code 06)

D-28. Level 1 (Elementary proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include simple narratives of routine behavior; highly predictable descriptions of people, places or things; and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. (Has been coded R-1 in some nonautomated applications.) (Data Code 10)

D-29. Level 1+ (Elementary proficiency, plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. (Has been coded R-1+ in some nonautomated applications.) (Data Code 16)

D-30. Level 2 (Limited working proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. He/she is typically able to answer factual questions about authentic texts of the types described above. (Has been coded R-2 in some nonautomated applications.) (Data Code 20)

D-31. Level 2+ (Limited working proficiency, plus)

Sufficient comprehension to understand most factual material in

non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. (Has been coded R-2+ in some nonautomated applications.) (Data Code 26)

D-32. Level 3 (General professional proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines," (that is, understand the writer's implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. (Has been coded R-3 in some nonautomated applications.) (Data Code 30)

D-33. Level 3+ (General professional proficiency, plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions; however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical, or literary texts which do not rely heavily on slang and unusual idioms. (Has been coded R-3+ in some nonautomated applications.) (Data Code 36)

D-34. Level 4 (Advanced professional proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professional relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. (Has been coded R-4 in some non-automated applications.) (Data Code 40)

D-35. Level 4+ (Advanced professional proficiency, plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. (Has been coded R-4+ in some nonautomated applications.) (Data Code 46)

D-36. Level 5 (Functionally native proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. (Has been coded R-5 in some nonautomated applications.) (Data Code 50)

Section IV Writing

D-37. Preface

a. The following proficiency level descriptions characterize written language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

b. A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe either the skills a person may possess or situations in which he/she may function effectively.

c. Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

d. Unless otherwise specified, the term "native writer" refers to native writers of a standard dialect.

e. "Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

D-38. Level 0 (No proficiency)

No functional writing ability. (Has been coded W-0 in some non-automated applications.) (Data Code 00)

D-39. Level 0+ (Memorized proficiency)

Writes using memorized material and set expressions. Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, own name, nationality, address, etc., such as on a hotel registration form. Otherwise, ability to write is limited to simple lists of common items such

as a few short sentences. Spelling and even representation of symbols (letters, syllables, characters) may be incorrect. (Has been coded W-0+ in some nonautomated applications.) (Data Code 06)

D-40. Level 1 (Elementary proficiency)

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs; writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends. (800-1000 characters controlled.) (Has been coded W-1 in some nonautomated applications.) (Data Code 10)

D-41. Level 1+ (Elementary proficiency, plus)

Sufficient control of writing system to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurate present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary of forms, although the individual can use a dictionary to advantage to express simple ideas. Generally cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, connectors, etc.). Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. Can write simple letters, summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners. (Has been coded W-1+ in some nonautomated applications.) (Data Code 16)

D-42. Level 2 (Limited working proficiency)

Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary sufficient to express himself/herself simply with some circumlocutions. Can write simply about a very limited number of current events or daily situations. Still makes common errors in spelling and punctuation but shows some control of the common formats and punctuation conventions. Good control of morphology of language (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately and writing is understandable to a native reader not used to reading the writing of foreigners. Uses a limited number of cohesive devices. (Has been coded W-2 in some nonautomated applications.) (Data Code 20)

D-43. Level 2+ (Limited working proficiency, plus)

Shows ability to write with some precision and in some detail about most common topics. Can write about concrete topics relating to particular interests and special fields of competence. Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions and

negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. Normally controls general vocabulary with some misuse of everyday vocabulary evident. Shows a limited ability to use circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign. (Has been coded W-2+ in some nonautomated applications.) (Data Code 26)

D-44. Level 3 (General professional proficiency)

Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear. (Has been coded W-3 in some nonautomated applications.) (Data Code 30)

D-45. Level 3+ (General professional proficiency, plus)

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Weaknesses may lie in poor control of low frequency complex structures, vocabulary or the ability to express subtleties and nuances. May be able to write on some topics pertinent to professional/educational needs. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices. (Has been coded W-3+ in some nonautomated applications.) (Data Code 36)

D-46. Level 4 (Advanced professional proficiency)

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/educational needs and on social issues of a general nature. Writing adequate to express all his/her experiences. (Has been coded W-4 in some nonautomated applications.) (Data Code 40)

D-47. Level 4+ (Advanced professional proficiency, plus)

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices. (Has been coded W-4+ in some nonautomated applications.) (Data Code 46)

D-48. Level 5 (Functionally native proficiency)

Has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style or vocabulary can write and edit both formal and informal correspondence, official reports and documents, and professional/educational articles including writing for special purposes which might include legal, technical, educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic

system is only a small part of possible successful training. The key is projecting when a target will be active and blocking that time on the unit training schedule to minimize conflicts with other requirements.

b. *Satellite Communications for Learning.* The Satellite Communications for Learning (SCOLA) system uses satellite television programming to make language broadcasts available. A published schedule allows units and individuals to know when specific language programming is offered. A booklet on the use of SCOLA is available through DLIFLC (ATFL-OPP-PP). This system is ideal for individual training and refresher training. The training opportunity can be expanded if the programs are video-taped, catalogued, and saved for future replay and study.

c. *Mobil training teams.* An MTT is one or more qualified instructors on temporary duty (TDY) to provide on-site language training, instructor training, recommendations for program planning, or assessment.

d. *Video tele-training.* VTT is a distance education system employed by DLIFLC to facilitate further foreign language education of military personnel not stationed at DLIFLC. It provides two-way audio and two-way video to multi-point locations via satellite. The unique capabilities of this training system enable VTT training coordinators at the Distance Education Division to tailor foreign language training programs to accommodate participating units' specific training environments as well as linguists' training needs.

e. *LingNet.* LingNet is an on-line information service, accessible through the Internet or through direct connection, devoted to meeting the needs of the linguist community. LingNet serves military field sites (both CLPs and individual linguists), DLIFLC students and instructors, and other Government organizations and agencies that desire foreign language information. LingNet is also available to non-DOD civilians, both as a public service and in order to broaden the information base available to the DOD users.

f. *Center for the Advancement of Language Learning.* The Center for the Advancement of Language Learning (CALL) is an inter-agency resource that provides support to linguists in several ways. The CALL Resource Center is a clearinghouse for information on language materials. The CALL search and referral service will conduct Internet searches for language materials from around the world. The CALL language tools service provides information on a wide range of computer-based language tools. The CALL Federal Language Training Laboratory (FLTL) develops computer-based foreign language training. Contact CALL at telephone (703) 312-5040, fax (703) 312-7057, or E-mail at "call.request.info@call.gov."

Appendix D A Training Model

D-1. Introduction

a. There are three necessary ingredients for a successful CLP: Commander interest and support, a sound program with detailed objectives and appropriate resources, and periodic evaluations to determine progress toward these objectives.

b. The key to success is the commander. The commander must recognize that language is as important to the unit's success as weapons qualifications, vehicle maintenance, or any other soldier qualification or requirement. The CLP should be an integral part of the unit training schedule.

c. There is no book solution. Creative thought and innovative methods bring the best results.

D-2. Developing a CLP

a. *Step 1—Before starting.* Before starting, ask the following questions:

- (1) What are the specific language requirements?
- (2) What are the training program objectives?
- (3) How many students are to be trained annually in each language?

(4) Are training facilities and equipment (for example, classrooms, language laboratories, computers and/or portable cassette-players) available?

(5) What specific language materials are on hand?

(6) Is the training to be carried out by instructors? If so, what qualifications do they have?

(7) What is the projected length of the course in hours and weeks? How many instructional hours per day and per week are anticipated? If a time requirement exists, what is the required completion date?

(8) What would be the direct operating cost of instructor salaries and the cost of instructional equipment and materials, for example, dictionaries, textbooks, and audiovisual and computer equipment?

b. *Step 2—In-unit programs.*

(1) *Programs.* When you develop a CLP, consider and choose programs that are right for your unit and the individual linguists assigned to the unit. Generally two levels of language training will fit most cases—one for linguists who are at 2/2 or above in foreign language proficiency levels, and the other for linguists who fall below the 2/2 foreign proficiency levels as measured by the DLPT.

(2) *Proficiency.* Newly assigned linguists will be interviewed and their records checked to ascertain the current foreign language proficiency level. DLPT scores can be found on DA Form 330 (Language Proficiency Questionnaire). The test results should not be older than 1 year. If the test scores are older than 1 year, an annual test should be scheduled within 60 days of arrival in the unit for AC soldiers; in the RC, units have 180 days to schedule an annual test.

(3) *Instructor presented language training.* This type of language training is often contracted and conducted by a qualified civilian language instructor. It should be at least 4 hours per work day over a 3- to 6-month period. When such an intensive language program is impractical, 2-week refresher or immersion programs are recommended. Immersion programs are effective and motivating training programs in which linguists are sent to specific geographical locations to study their languages in native settings. In CONUS, FORSCOM is the designated action agency for coordination with colleges and universities for 2-week language refresher programs. In Europe, FLTCE provides excellent language training in European languages. In Korea, Yonsei University provides Korean language instruction under NSA sponsorship. The key is to look around your area of operations for opportunities in which linguists may be enrolled in language enhancement programs. The RC will work out a suitable language training program that is consistent with weekend drills and 2-week AT.

(4) *Self-study language training.* Self-study training consists of supervised or self-paced language training and study accomplished by the individual soldier on his/her own time and during prime training hours. The objectives should include general language proficiency and assurance of mission performance. For maximum effect, the training supervisor should prepare an Individual Language Training Plan listing individual training objectives, tasks, performance standards, milestones, and a program schedule.

(5) *Team or section language training.* This type of training involves team/section or group training events established and conducted through the normal Army Training Management System (ATMS) schedule. The purpose of this training is to maintain and improve language proficiency and mission capability. This type of training includes general language proficiency maintenance exercises, task-oriented language drills, Language Olympic contests, classroom instruction, and soldier participation in REDTRAIN or live-mission opportunities. This program is characterized by the availability of a wide variety of training materials and methods as well as use of local-hire or other qualified language instructors.

(6) *Task oriented and job related language training.* Task oriented and job related language training consists of drills and practice organized and conducted as part of the unit training by the training supervisor or other qualified soldiers in specific job tasks, language, and knowledge required to perform in the MOS and mission. Task-oriented language training includes unit activities, exercises, and operational experience through the REDTRAIN program, Trojan, or other real-world opportunities.

c. Step 3—Contracting for language instruction.

(1) The following information concerns contracting for mission required language training. Caution: Do not attempt to contract for nonmission or individual soldier education purposes. These are Army Education Center responsibilities.

(2) The following may authorize contracting for a CLP:

(a) Corps, division/separate brigade, and installation commanders may authorize contractual foreign language instruction.

(b) Only the installation contracting officer may negotiate with civilian contractors.

(3) The following rules apply to contracting language instruction:

(a) Foreign language instruction may be contracted in the language(s) matching the unit's duty position language requirements or language of assignment. The purpose of such training should be to provide remedial, refresher, maintenance, or enhancement training to soldiers with previously acquired foreign language skills.

(b) New contract development and subsequent production of foreign language instructional materials must be authorized by DLIFLC and made known to the SPM, DCSINT. This is to ensure standardization and conformity to existing Army regulations and policies.

(c) You should follow all applicable FAR.

(d) You must prepare an SOW and quality assurance surveillance plan (QASP) in accordance with local contractual policy.

(e) The completed SOW should be attached to a DA Form 3953 (Purchase Request and Commitment) and forwarded through command channels to the servicing procurement office or contracting agency.

(f) The contract and operation costs, including equipment requirements, maintenance, printing and reproduction, and duplication of audio/video tapes or other material, are the responsibility of the unit and its chain of command.

(g) Audiovisual equipment support should be coordinated in advance of the contract through the installation Training Aids Support Office (TASO).

(h) The contractor should also certify in writing that the instructors hired to provide foreign language instruction have a foreign language proficiency level higher than any student taking part in the program. The minimum fluency level is 3.

(i) The contractor should also certify in writing that the foreign language instructors have a level 2 or higher fluency level in English.

(j) Instructors should ideally have 1 or more years of prior experience in teaching a foreign language to adult English-speaking students, unless waived by terms of the contract.

(k) If the contractor intends to use original (not approved) foreign language materials for which there may be a question on copyrights, prior approval of these materials must be obtained from the MACOM or the SPM, ODCSINT.

(l) A COR must be appointed. The COR, usually a person who has developed the SOW and has special interest in language training, prepares monthly progress reports and gives oral briefings to the commander and staff, as applicable.

(m) The RC units, while restricted by time and manning, may use a DD Form 1556 (Request Authorization, Agreement, Certification of Training, and Reimbursement) to contract small group language training.

D-3. A training model

a. Assumptions.

(1) Upon assignment to the unit, linguists should be screened to verify DLPT scores (DA Form 330 (Language Proficiency Questionnaire)).

(2) Arrangements for testing are made as required.

(3) Personal interviews are conducted to ascertain the degree of prior language training and use.

b. The model.

(1) The DLPT test results and personal interview provide the basis for two separate tracks: a refresher block of instruction or an individual/unit program. Soldiers testing below the standard 2/2

DLPT score should be placed in the refresher block; those above the 2/2 criteria should be placed in the individual/unit program.

(2) For linguists placed in the refresher group (linguists below the minimum proficiency standard in accordance with AR 611-6): The core of this training is self-paced instructional modules keyed to individual skill training identified with your unit mission. We recommend 14 hours per week of prime time language training. This is divided into 5 hours of self-paced study, 5 hours of instructor-presented training on language needs common to linguists in this group, and 4 hours reserved for team or section training on job-specific language tasks under leader/supervisor direction. As proficiency increases to the standard and above, more time can be assigned to job-specific language training and less to refresher training.

(3) For linguists placed in the unit language program (linguists above the minimum proficiency standard in accordance with AR 611-6): The core of this training is once again self-paced instructional modules, supplemented by job-specific and other appropriate materials determined by the instructor or unit leader. We recommend 10 hours per week of prime time language training. This is divided into 2 hours of supervised self-paced study, 4 hours of instructor-led training on language deficiencies common to most linguists in the group, and 4 hours of training by the unit leader on job-specific language tasks within the team or section.

c. The RC model. Paragraph *b* above describes an AC model; based on time constraints and manning, the RC will develop a model applicable to the RC-unique situation of one training week-end per month and a 2-week period of annual training (AT).

Appendix E

Guidelines for a Successful CLP

E-1. Command support

One of the most salient characteristics of a successful CLP is the degree and breadth of support provided to the program at the command level and, by example, through the rest of the chain of command. The following questions address both command-level issues and the day-to-day aspects of operational support of an effective CLP.

E-2. Command-level considerations

a. Is the commander accountable for linguist proficiency?

b. Does the commander's job description contain specific functions and responsibilities regarding the CLP?

c. Does the commander receive regularly scheduled briefings and other reports on the CLP?

d. When problems arise in the CLP, is the commander receptive to the issues and willing to provide needed support?

e. Are there identifiable gaps within the chain-of-command that affect the nature or level of CLP support?

E-3. Language council

a. Does the language council consist of all unit members who have an interest in the CLP?

b. Is language council membership recognized and documented as an official duty for all members?

c. Has the language council been formally established via an appropriate unit charter/standing operating procedure (SOP)?

d. Is the chairperson selected by the language council based on the criteria of DFLP knowledge and experience versus position and rank?

e. Does the language council meet regularly (quarterly or more often)?

f. Does the language council follow by-laws or other procedural guidelines?

g. Does the language council prepare and follow an agenda?

h. Does the language council prepare and distribute meeting minutes?